

DEC 16 1924

ASSOCIATION OF AMERICAN COLLEGES

Bulletin

VOLUME X

NUMBER 4

The Program of the Eleventh
Annual Meeting

Unity in the Curriculum

President's Messages

December, 1924



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The Program of the Eleventh Annual Meeting

Unity in the Curriculum

President's Messages

Edited by
Robert L. Kelly
Executive Secretary of the Association

Published by
THE ASSOCIATION OF AMERICAN COLLEGES
111 Fifth Avenue, New York, N. Y.
February, April, May and November

Annual Subscription, \$3.00

Entered as second class matter, May 13, 1922, at the post office at
New York, New York, under the Act of March 3, 1879.

Acceptance for mailing at special rate of postage provided for in
Section 1103, Act of October 3, 1917, authorized May 13, 1922.

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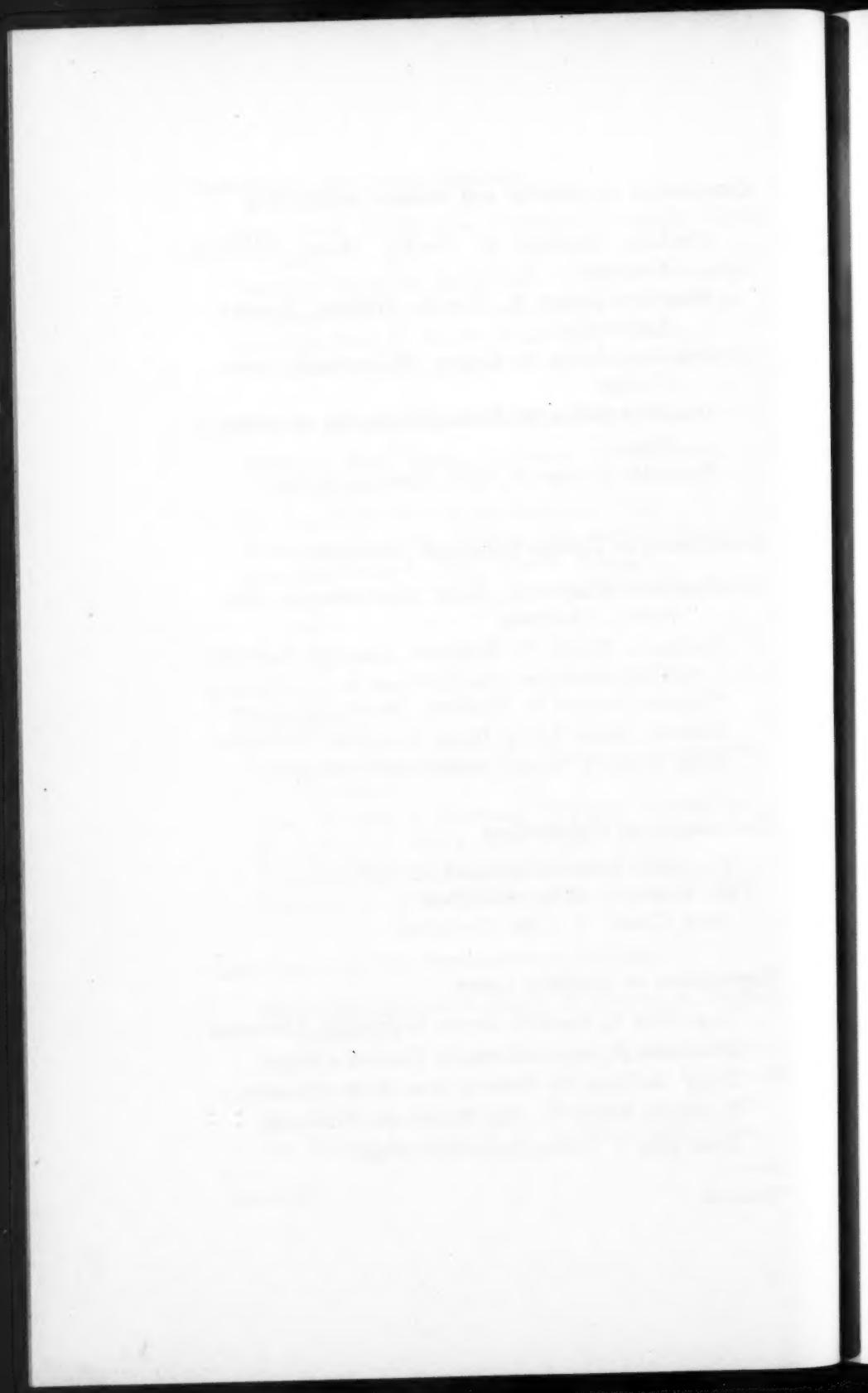


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THE ELEVENTH ANNUAL MEETING

The Association meeting for 1925 opens with the annual dinner at the Morrison Hotel, Chicago, Thursday evening, January 8. Officers and faculty members of the Association colleges should make their reservations directly with the hotel at once. The charge per plate is \$2.00.

The tentative program is here presented. It is believed there will be but few changes in the final draft. In view of the growing interest in the work of the Association, together with the fact that the railroads are offering the usual convention reduced rate in case there are at least 250 delegates, the largest attendance in the history of the Association is expected. Faculty members and their families are eligible as delegates. Be sure to bring your railroad *certificates* with you, *not simply receipts*. See notice on page 265.

There are presented at this time the results of a study based on reports from college officials of "unified student curricula." The tabulations and original draft of the report were made under the supervision of Miss Lura Beam, the Research Secretary of the Association. The questions raised in this study will be open for discussion at the Annual Meeting in January.

The issue contains also an interesting symposium on vital topics of administration and intellectual life by well known college officials. Not until an effort was made to collect and organize this material was it known to the editor that so many college presidents do not print annual reports. The extracts set forth certain tendencies and counter-tendencies in college administration which it is believed will be of interest to all members of the Association.

TENTATIVE PROGRAM OF THE
ANNUAL MEETING

HOTEL MORRISON, CHICAGO, ILL.
JANUARY 8-10, 1925

THURSDAY, JANUARY 8

7:00 P.M.

Annual Dinner (Reservations should be sent in at once
at \$2.00 per plate, direct to the Morrison Hotel)

The Address of the President, Chancellor James H.
Kirkland, Vanderbilt University.

*The Social and Civic Responsibility and Opportunity
of American Colleges and Their Graduates*

Dr. Graham Taylor, Chicago Commons

Appointment of Special Committees

FRIDAY, JANUARY 9

9:30 A.M.

Report of the Executive Committee

Report of the Secretary-Treasurer

Report of the Executive Secretary

Dr. Robert L. Kelly

Discussion

*Report of the Commission on the Organization of the
College Curriculum*

Dr. Clyde Furst, Secretary of the Carnegie Foundation,
Chairman

Dr. Ben Wood, Columbia University

*Report of the Commission on Academic Freedom and
Academic Tenure*

Dean John R. Effinger, University of Michigan,
Chairman

Discussion

Practicalizing the Social Sciences

Dean Ludd M. Spivey, Birmingham-Southern College

Discussion

FRIDAY, JANUARY 9

2:00 P.M.

Report of the Commission on Faculty and Student Scholarship

The American Graduate School

President Raymond M. Hughes, Miami University, *Chairman*

Report of the Commission on College Architecture

President Donald J. Cowling, Carleton College, *Chairman*

The Place of the Arts in American Education

Dr. Frederick P. Keppel, President of the Carnegie Corporation.

Discussion

The Contribution of the University College of Liberal Arts to the Problems of Public Life

Dean J. B. Johnston, University of Minnesota

Discussion

7:30 P.M.

Report of the Commission on the Distribution of Colleges

Chancellor S. P. Capen, *Chairman*

Dr. George F. Zook, Specialist in Higher Education, U. S. Bureau of Education

Franco-American Reciprocity

Dr. Robert L. Kelly

Higher Education and World Relations

Dr. Yusuke Tsurumi

SATURDAY, JANUARY 10

9:30 A.M.

Debate — RESOLVED: That the Federal Government Should Establish a Department of Education, with a Secretary in the President's Cabinet

Affirmative—President John H. MacCracken, Lafayette College

Negative—Dr. Charles H. Judd, Director, School of Education, University of Chicago

Discussion

Unfinished Business

Adjournment

UNITY IN THE CURRICULUM

The Association of American Colleges has made a number of studies of educational programs on the basis of *entrance requirements, graduation requirements, proportion of students enrolled in each department, excess of semester hours earned over semester hours required,* and similar devices for understanding the present status of the course of study in the liberal arts college. None of these studies concerned itself with the individual student.

In 1923 a letter was sent to the colleges asking for "a statement of the curriculum of one or more of your recent graduates, showing exactly how he was led to pursue a unified course of study . . .", and explaining further that the statement should "show how college work was built on secondary work and how the work progressed each year so that at the end of his course the student had a fair comprehension of the general field of knowledge and a definite mastery of some subject or subjects."

Replies from forty-six colleges located in twenty-four states afford one hundred and ten curricula.* Our correspondents were not asked to give their definition of unity nor was any definition furnished them. It must be confessed that the results of this study are in some cases difficult to interpret. Thirty-three colleges gave no information about the high school preparation, so that a potential half of the material could not be considered. The justification for calling some of these curricula unified is not apparent from the data at hand.

*Beloit, Bowdoin, Brown, Cincinnati, Clark, Colgate, Columbia (Iowa), Davidson, Dubuque, Earlham, Evansville, Hamilton, Hood, Idaho, Intermountain, James E. Milliken, Louisville, Miami, Muhlenberg, North-Western College, Ohio University, Pacific, Park, Penn, Pennsylvania, Ripon, St. Catherine, St. Mary of the Woods, Southern California, Southwestern, Stanford, Sweet Briar, Taylor, Temple, Texas Christian, Tufts, Union, Vanderbilt, Washington & Lee, Wells, Wellesley, Wesleyan, Western for Women, Whitman, Williams, Yankton.

However, the curricula were submitted in good faith by competent college officials and they are set forth as actual cases taken from the records of the Deans and Registrars. Furthermore, the students selected were, as a rule, of superior ability. Of the 110 cases, more than half (61) are records of honor students, graduate students and teachers. Fifteen of the remaining cases are specified as "average." The thirty-six who are rated as honor students include four members of Phi Beta Kappa, and numerous students who received graduate honors and degrees of *Cum Laude* and *Magna cum Laude*. The ten graduate students include three teachers, nine fellows, two Rhodes Scholars, two students of law, and one each of medicine and theology. None of the students is rated as low in scholarship—only four are called mediocre.

It appears that whatever conceptions of unity our correspondents may have had in mind, the personality of the students reported bulked large in the minds of most of them. If there is unity at all in some of these cases, it is unity through personality—certainly not through subject-matter, and only in a limited field through method. Perhaps the student had within himself unusual powers of synthesis. There may not have been conscious effort at unity on the part of the curriculum makers.

Despite the fact that no such records were asked, the reports are often introduced in terms of personality. "I thought of Professor —, and asked him to write his experience." "I send the report of S., the best mathematics students we have ever had." "I send the record of one of our recent graduates, now getting the Ph.D. at Yale." "This is the record of Judge —, who has the highest reputation in this District." "Enclosed is the curriculum of Mr. J., who is interested in preparation for diplomatic service and who has been appointed Rhodes Scholar." "This is the course of study taken by a successful practicing lawyer." "This graduate has been re-appointed to the same position at increased salary."

One of the records makes no mention of scholarship but says that the student in question was a member of the editorial staff of two magazines, a member of the Y.W.C.A. cabinet and of the cabinet of another college association, the president of two college clubs, the chairman of the May Day activities, and a member of the class swimming team.

The vocational approach is mentioned as often as is ability in scholarship, as in the two cases submitted by Wellesley College.

"I would submit the following program of a student who entered from the Brearley School in New York with the definite intention of becoming a medical student. Her father was a physician and presumably she had this plan in mind from early years. Wellesley College made definite requirements so that seventeen of her fifty-nine hours for the degree were in lines of required mathematics, English composition, Biblical history and philosophy. She had in addition, two years of language, one of Italian and one of German. The German continued her entrance three years of German, and she had also three years of French before she entered, so that she was well equipped in languages. She took two years in history, one year in economics and one year in history of art outside her special field, so that she had eighteen hours of well distributed work. In the special field of science she had twenty-seven hours, including three and a half years of chemistry, through advanced organic chemistry, three years of zoology, through embryology and genetics, and one and a half years of physics, including the general course and electronic physics. This student is now in —— medical school and doing thoroughly acceptable work, I understand."

"Another example is a Japanese student who had been a teacher in a private school in her own country, in history. She came to us with the special desire to take the whole four years course to prepare herself as thoroughly as possible for work in teaching English and history when she returned to

her own country. She has carried ten and a half hours in that department and twelve hours in English literature. She has been very much interested also in Zoology and has taken two full courses, six hours, in that department, including vertebrate zoology. She has had some careful work in English composition, philosophy, geology, and a general course in the history of art, in addition to the regular requirements. Her languages have been in college French and her entrance was Japanese and Chinese in addition, of course, to the English.

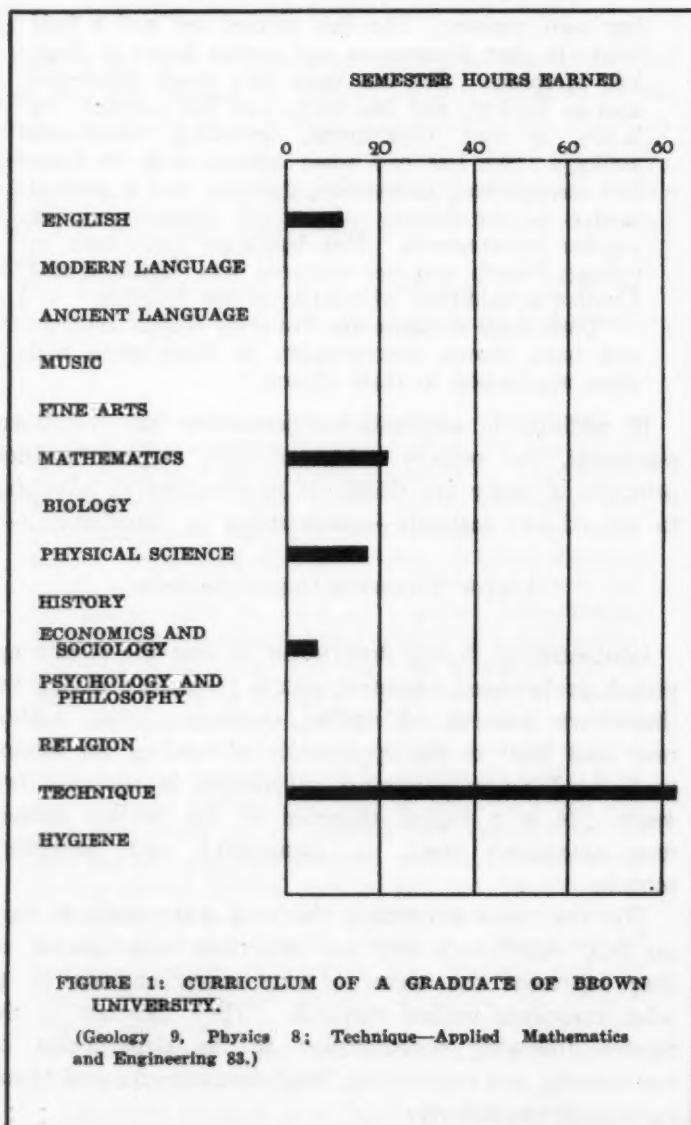
"Both these students are Phi Beta Kappa students and have shown concentration on their work and close application to their objects."

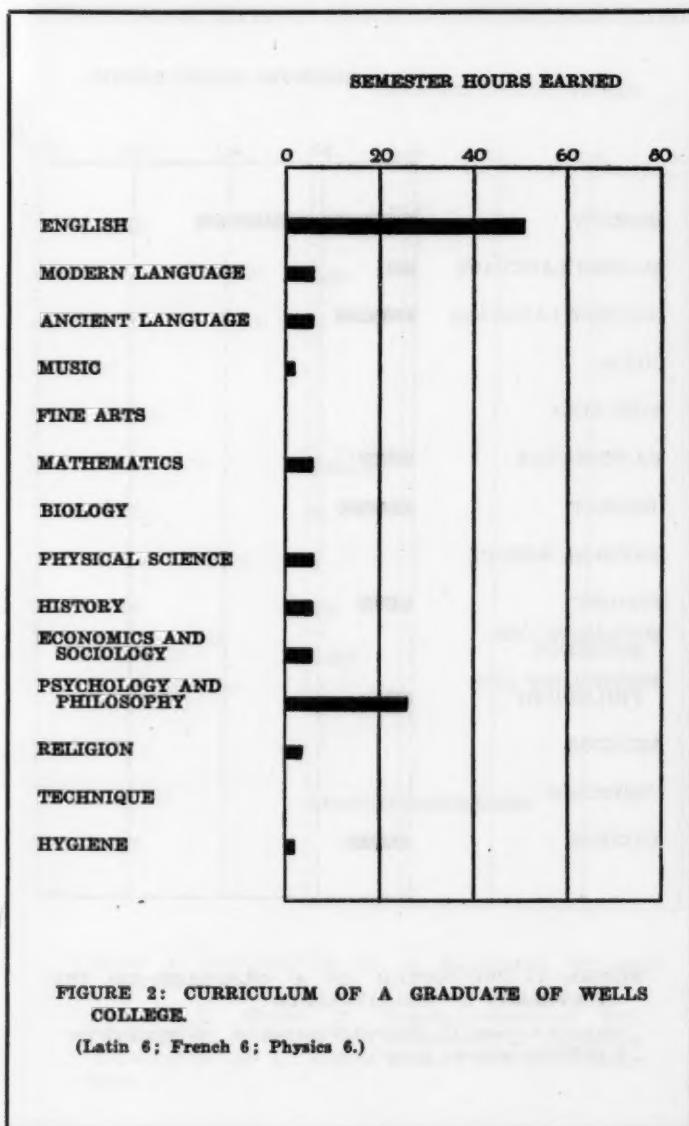
In addition to emphasis on personality and vocational placement, the records submitted with respect to their principle of unity are chiefly to be classified as belonging to one of two methods—concentration or distribution:—

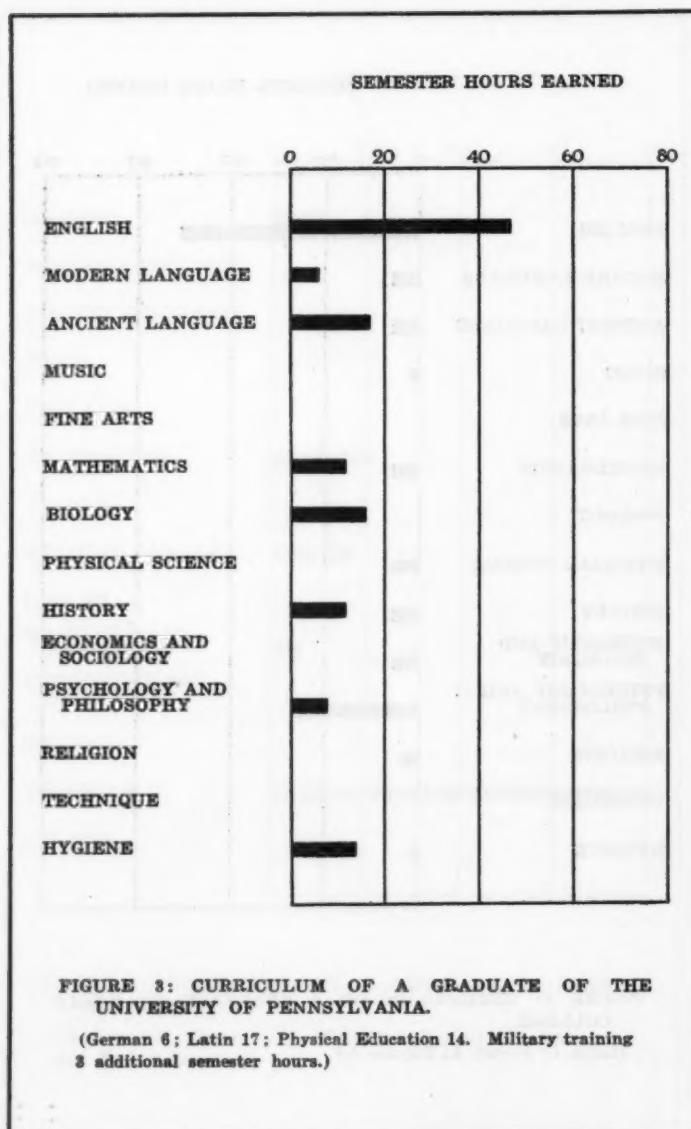
UNITY THROUGH CONCENTRATION

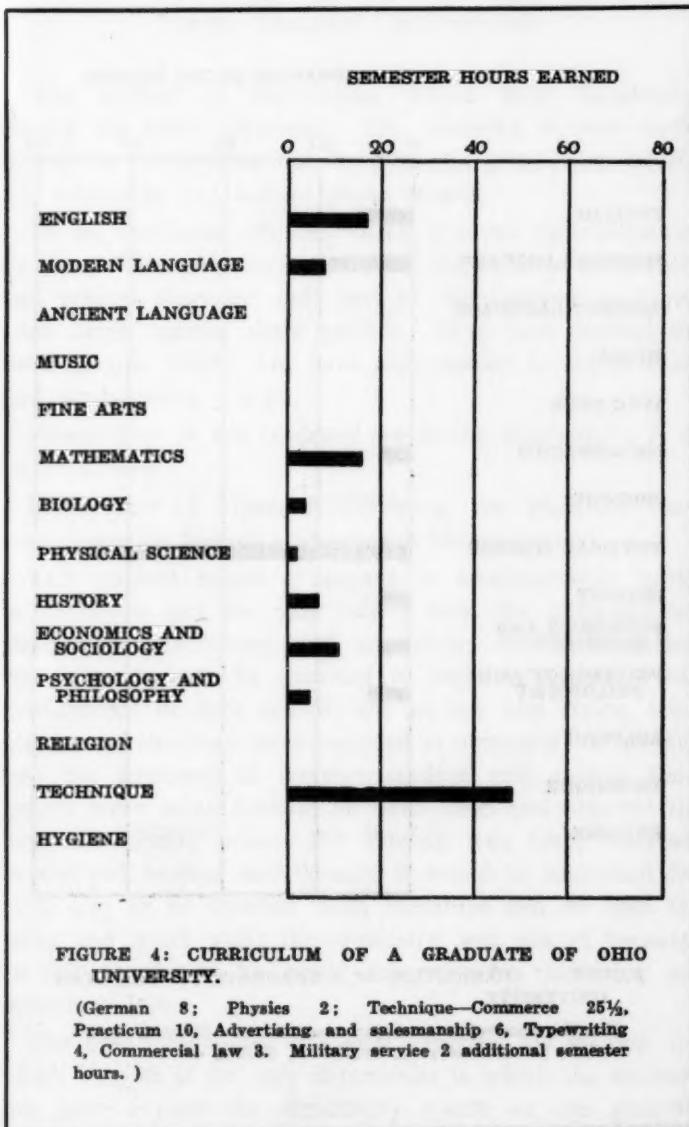
Concentration in one department so that the results approach professional education occurs frequently among the illustrative material of unified curricula. This method may lend itself to the opportunity of reading for honors made available in a number of colleges in the past few years. It is a logical sequence of the project method now extensively used in elementary and secondary schools.

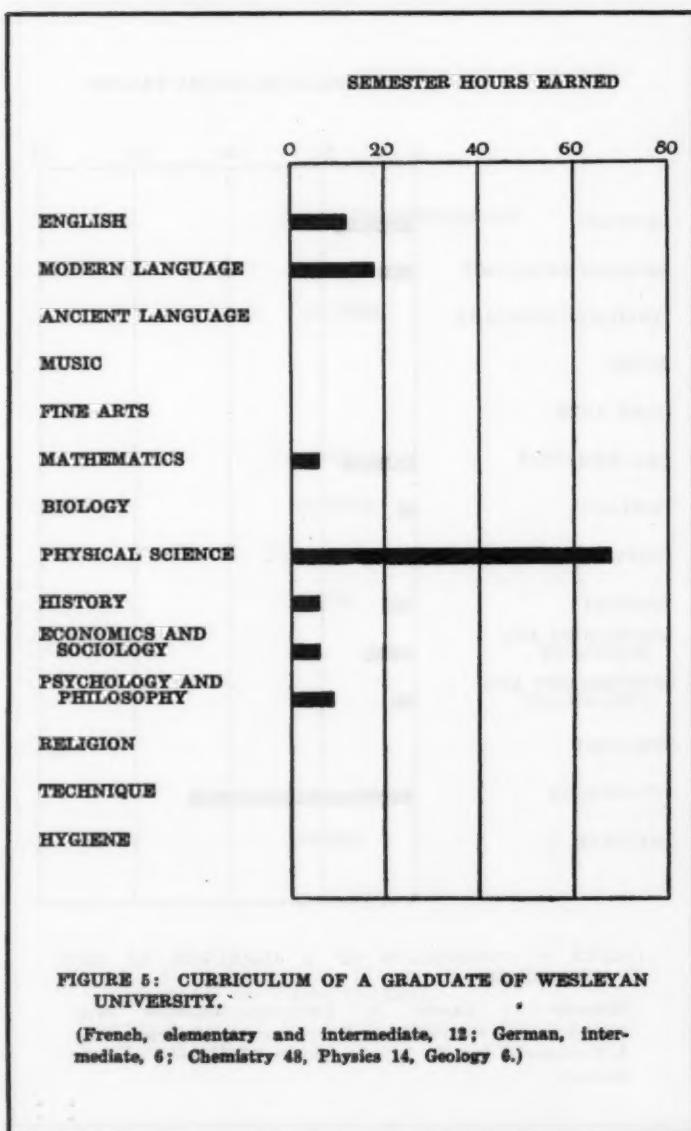
The few cases illustrating this and other methods have no final significance and are important only insofar as they represent the views of our correspondents as to what constitute unified curricula. They illustrate in the figures following concentration in the departments of mathematics and engineering, English, commerce and physical science respectively.











UNITY THROUGH DISTRIBUTION

The method of distribution occurs most frequently among the cases submitted. The student's interest finds expression through various departments, often those which are related by the college group system.

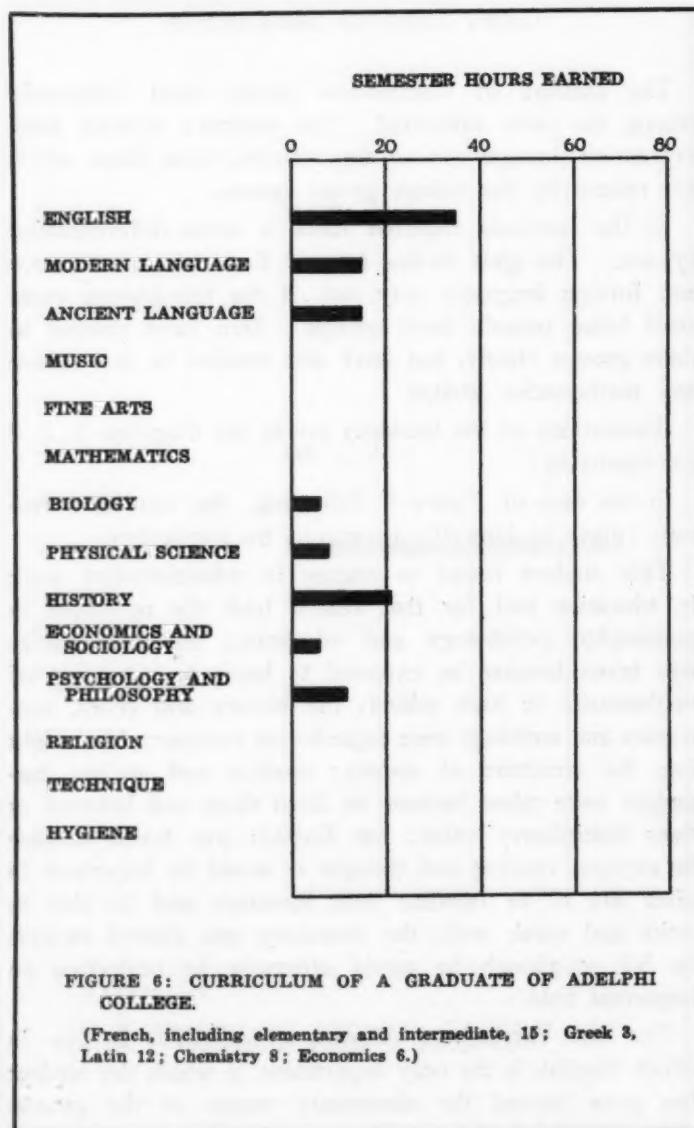
In the curricula reported there is some differentiation by sex. The girls incline toward English, social science and foreign language, only two of the thirty-seven cases cited being outside these groups. Men have studied in these groups chiefly, but have also studied in the science and mathematics groups.

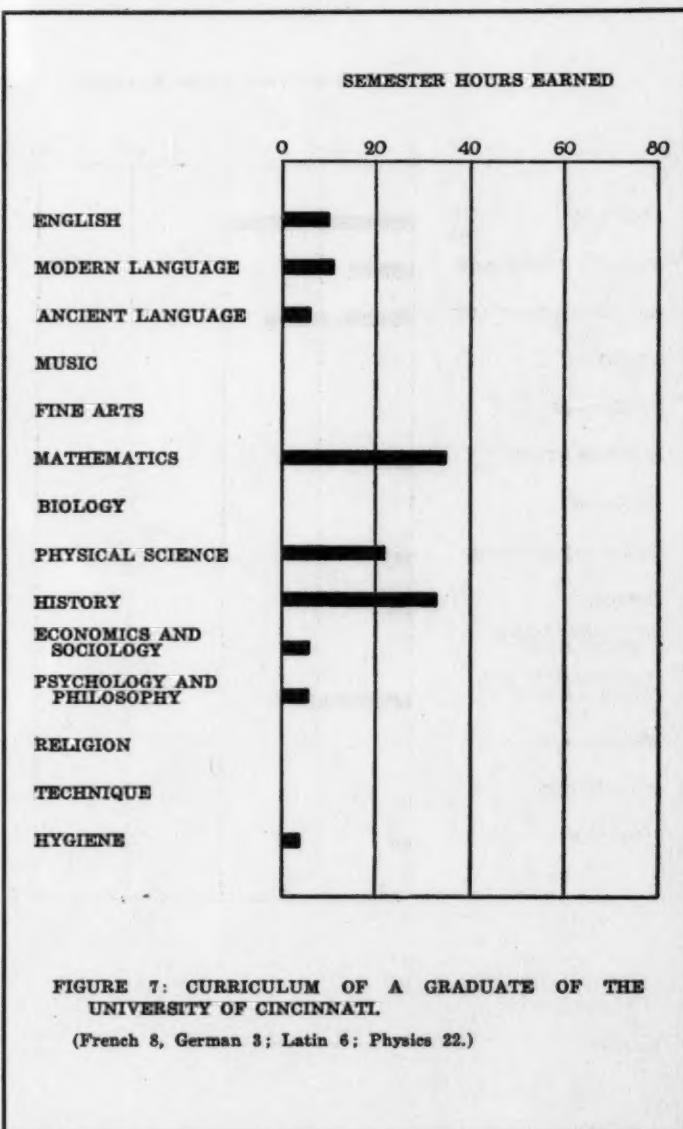
Illustrations of the tendency are in the diagrams 6, 7, 8 accompanying :

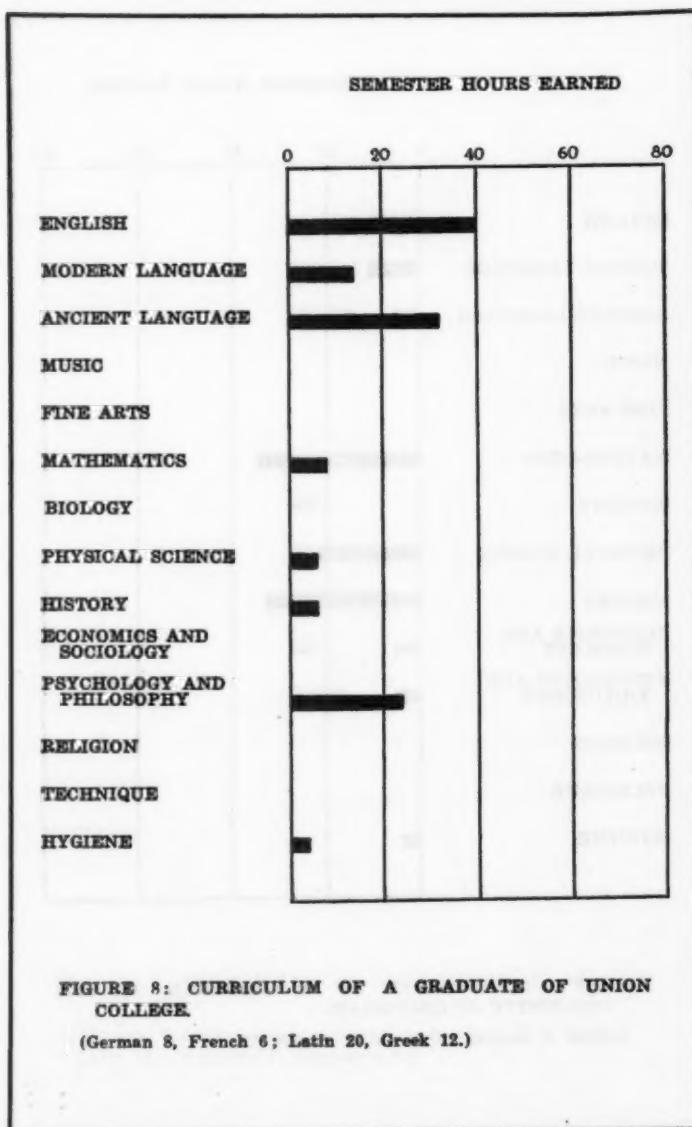
In the case of *Figure 9* following, the student's reasons (given by himself) accompany his curriculum.

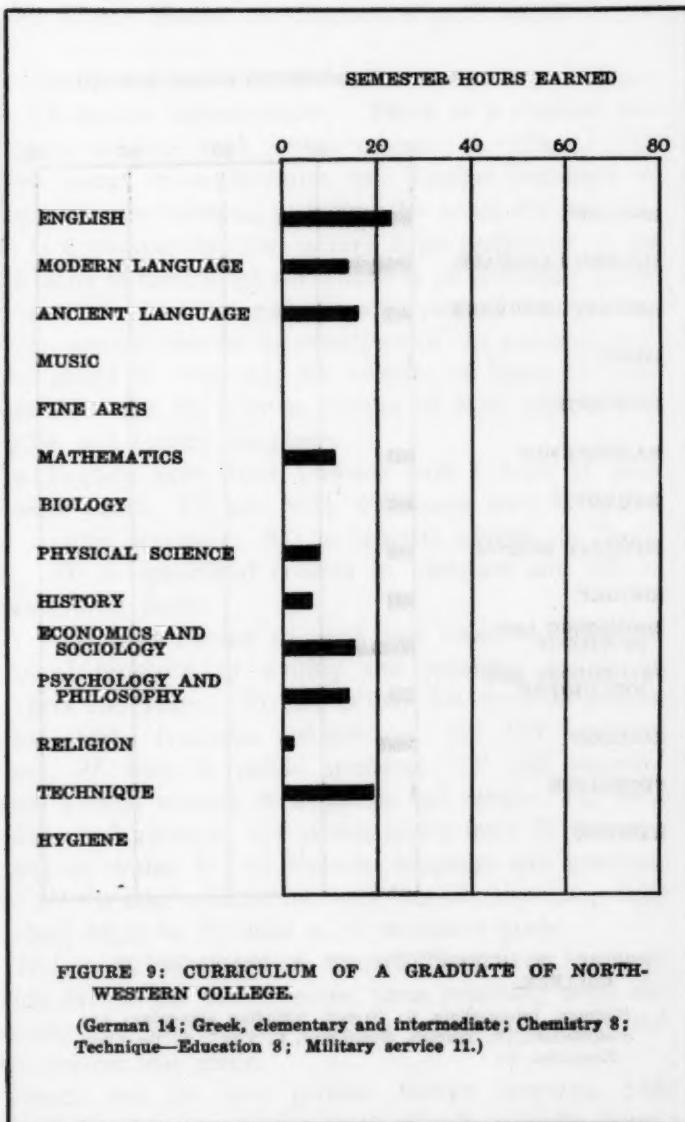
This student hoped to engage in administrative work in education and for that reason took the technique in philosophy, psychology and education; the mathematics was taken because he expected to begin as a teacher of mathematics in high school; the history and civics, economics and sociology were regarded as necessary for insight into the structure of society; modern and ancient languages were taken because he liked them and believed in their disciplinary value; the English was taken because he enjoyed reading and thought it would be important in after life to be familiar with literature and be able to write and speak well; the chemistry was elected because he felt as though he would otherwise be neglecting an important field.

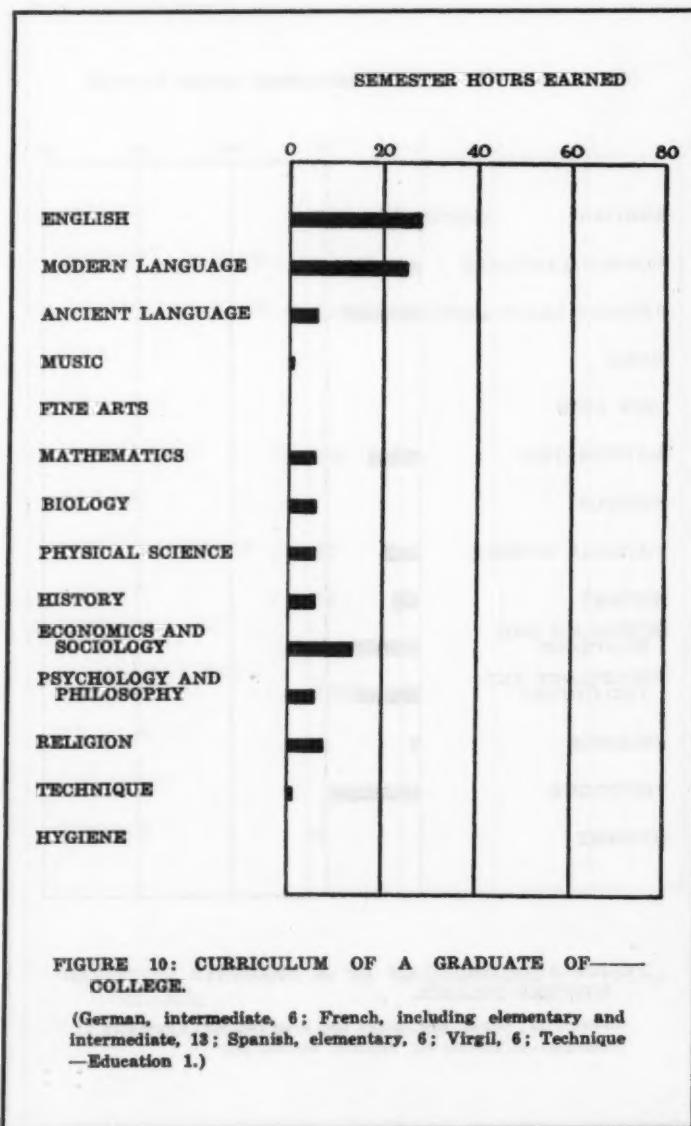
The next curriculum following (*Figure 10*) is one in which English is the only department in which the student has gone beyond the elementary course or the general statement of principles. The work in language is divided into three modern languages and does not go beyond the second year.











UNITY BASED ON SEQUENCE OF STUDIES

A certain potential unity is implied in the very continuation of similar subject-matter. There is a marked tendency to continue high school subjects in college. This is not found in mathematics and foreign languages so often as in the sciences, including the social sciences.

It is a striking fact that a very large proportion of the work done in the college curriculum is of secondary grade, i.e., work in the first and second years of foreign languages, general courses in principles of the sciences, etc.

As would be expected, the records of these 110 students show that the greatest amount of work was done in English and foreign languages.

In English, forty-three students took a total of 1021 semester hours. Of this work 400 hours were in spoken and written language; 300 in general courses in literature, 200 in specialized courses in literature and 100 in miscellaneous fields.

A very great amount of work was concerned with the technical problems of writing and speaking, mainly in the first two years. Of 226 hours, 204 were in composition, chiefly freshman composition. Of 173 hours in speech, 97 were in public speaking. Of 328 semester hours' general courses in literature and epochs, 212 were outlines and surveys. Of poetry, there were 70 semester hours; of drama 45; of rhetoric, language and grammar 74. Of the total amount taken in English, therefore, fully one-half might be classified as of secondary grade.

Of foreign language there were 1038 semester hours, of which 543 in the seventy-seven cases reporting were elementary and intermediate work in foreign language; 495 were beyond that grade.

French was the most popular foreign language, with thirty-two cases reporting a total of 491 semester hours. Three hundred and three hours of this work were elementary and intermediate; 188 were advanced. The ad-

vanced work was divided into periods and phases—70 hours of drama, 52 hours of literature of the seventeenth, eighteenth and nineteenth centuries, 25 of modern and contemporary literature, and about 30 of short story and the Romantic Movement; 11 hours were courses in method and in scientific French.

In twenty cases reporting 152 hours of education, 73 hours were history and principles, 41 methods and practicum, 21 pedagogy, management and miscellaneous courses in tests and measurements, 17 administration and vocational guidance.

Quantitative emphasis here is on those phases of the subject which may depend on memory and the early phases of routine.

In economics, fifty-nine cases reported 586 hours of which 72 are in the department of political science, and 286 are in the elementary courses in principles.

MISCELLANEOUS OBSERVATIONS

It is perfectly evident that there is no single standard or definition of a unified college curriculum. Since many of the students here reported are now engaged in graduate study, it is fair to assume that the realization of a unified curriculum was projected beyond the college into the graduate school. The students have been justified therefore in dipping into various fields of subject-matter in order that they might become familiar with various methods of study and tools of learning. They have needed a ready knowledge of French and German and some familiarity with historical, scientific, and critical method.

Another deterrent to a theoretically unified course is found in the fact that arbitrary college requirements or requirements imposed by the state, prevented the fullest exercise of student preference or faculty advice.

The choice of subject-matter is especially influenced by

the advisor in that after the freshman year he is frequently a professor in the department of major interest and recommends courses in that or allied departments. In a curriculum showing 27 hours of mathematics, 19 are noted as recommended by the advisor and 8 as chosen by the student. Neither the preference of the student nor the recommendation of the advisor can be depended upon as guaranteeing a unified curriculum.

If the values of this study are largely negative, it is hoped that it may at least illustrate concretely some of the dangers of our present regime of mass production in the college.

PRESIDENTS' MESSAGES
*Extracts from Annual Reports
of American College Executives*

PROBLEMS OF ORGANIZATION

Yale

As the University has now passed three years under the so-called reorganization plan, it is not without interest to ask how certain features of that program have actually worked out. The plan established the common Freshman Year and created three new officers, the Provost, the Dean of Students, and the Chairman of the Board of Admissions. The plan also introduced the departmental system in a thorough-going and complete manner and provided for a University Council in which were recognized four great divisions of the University. Probably no part of the program encountered more opposition than the establishment of the common Freshman Year. There are still those who look with regret toward the old regime. But, on the other hand, as time has passed, the wisdom of the new arrangement has been increasingly recognized and both inside and outside of the University the experiment is now generally regarded as perhaps the most striking single contribution which Yale has in recent years made to the improvement of collegiate methods. For years the Freshman has been regarded as in many ways the most difficult problem presented to the colleges. To set aside for the supervision of this group a body of specially selected men chosen for their outstanding ability as teachers marks an extremely important step in American education. It is appropriate to recognize with sincere appreciation the enthusiastic and intelligent devotion brought to their task by the officers and members of the faculty of the Freshman Year. The fact that the scholarship of the successive classes which have now

passed through the organization has shown a distinct and continuous improvement, with a corresponding improvement in the training brought by students to the College and to the Sheffield School, is itself a circumstance of great significance which goes far to confirm the wisdom of the Freshman program.—JAMES ROWLAND ANGELL.

Buffalo

The Deans and the Chancellor have held weekly meetings at which the important problems of administration affecting any or all of the schools have been discussed. The perennial problem of the apportionment of University funds has not been excluded. While the Chancellor has reserved final authority, subject to the approval of the Council, over the distribution of the funds of the University to the several schools, it has seemed wise to have full participation by the Deans in the formulation of the budget. The budget for the year 1923-24 was prepared in the main in accordance with recommendations of the Deans' Conference. Each head of a separate administrative division was thus fully informed of the available resources of the University and of the needs and claims of every other division.

The Council has also authorized the creation of a University Senate, consisting of the Deans and nine members from each faculty, to consider questions of educational policy and to advise on administrative matters which relate to more than one division.

Reference is made elsewhere to the establishment of Honors Courses for superior students in the Junior and Senior years. In the view of the administration of the College the present plan represents only a transitional step. Eventually, the work of the Senior College should consist not of a series of courses, each carrying so much credit, but should involve for each student the independent study of a related group of subjects. An essential element in

such a program is the careful definition of the objectives of study in each department. To supply these definitions, educational research of a type which is relatively new is called for—SAMUEL P. CAPEN.

Swarthmore

In accordance with a resolution of the Board of Trustees, passed March 14, 1922, the financial affairs of the College have been placed in charge of a Comptroller, acting as assistant to the Treasurer in the custody of college funds, as assistant to the President of the College in the making and operation of the budget, and meeting regularly with the Trust Committee to receive directions concerning the investment of funds.—FRANK ADELOTTE.

Smith

A modification of the system of Class Deans has been introduced. Though these officers—whose contribution to the efficiency of our organization becomes more evident every year—remain members of their respective departments on half-time, the demands of their administrative work make it hard for them to make progress in their own scholarship. It has been decided that as each Class Dean sees the class which she has guided for four years graduate, she shall return to her department on full time for two years.—W. A. NEILSON.

STUDENT AFFAIRS

Columbia

Each of my annual reports has emphasized in one form or another the conviction that Columbia College should educate the whole man: the physical, the social, the esthetic, the religious, the intellectual aspects, each in its appropriate manner.

Unless the athletics of an institution are conducted on a high level of sportsmanship, by men of character who realize that athletics are a vital though secondary element in an educational institution, they may well do more harm than good. An athletic policy which brings about in both the faculty and the athletic people a feeling that they are pulling in opposite directions is all too common in our colleges. It is, of course, inevitable that there will be a few members of any faculty who have a blind spot for athletics, just as some otherwise educated people have a blind spot for religion, or for art. But unless the athletic management also has a blind spot for studies, good character and sportsmanship, no controversy can arise. . . . The cultivation of athletics in the college should be in the interest of the part that it plays in the education both of players and of spectators. Unless athletics can take its place in the picture, in its proper perspective, and in co-operative relations with the rest of the college, trouble is certain to arise. The *sine qua non* of the athletic problem is a staff of coaches and managers who know a college when they see one, and who regard themselves and are regarded by all as a part of the teaching force of the institution, contributing through the medium of their subject the stimulus toward a healthy development of mind and character which athletics is best adapted to contribute. This we are fortunate enough to possess at Columbia. It is also necessary that there should be frequent conference between the athletic people and the more distinctly academic officers in order that both may continually understand each other.

During the past year, with the cooperation of the Student Board, a Committee has been organized which constitutes the most effective contribution yet developed to the solution of the athletic problem inside the College. This Committee consists of five members: three undergraduates from the junior class, the Graduate Manager of Athletics, and an Assistant to the Dean appointed for this duty. The

function of this Committee is to see to it that the students who are candidates for each of the various teams strike the right balance between their studies and their athletics, that they do not attempt to do more than they can do well, that schedules of studies are wisely prepared, that the men who need stimulus or encouragement or criticism receive it before it is too late: in short, that the athletic activity of the students finds its proper place in its relation to the more indispensable college duties. This Committee has already justified its existence as a bond of connection between the elements concerned and to the benefit not only of the boy and the College, but of the principle back of the entire policy which regards sane athletics as a proper and worthy concomitant of a college education.

Here are two features of the spirit of youth during and following the adolescent years which everyone recognizes, the athletic and the religious, but which our colleges have as yet found no natural and adequate means of fitting into their scheme of education. . . . It makes no difference whether some worldly wise persons regard questions of religion as unimportant; the fact is that they are not unimportant to our youth, and any system of education that omits the consideration of the religious side of man's nature is faulty and incomplete.

For many years most colleges have offered a few courses in the literature of the Bible, and have left the rest to student religious organizations. This is good so far as it goes, but it does not recognize the whole problem. The activities of these organizations continue the social and religious interests which the student brings with him to college. They tend to preserve such religious nurture as the home training has afforded and to give adequate opportunity for the exercise of the various kinds of service that are associated with these organizations. This work, however, is really an extra-curricular activity, without any more organic relation with the educational work of the College than the uncoordinated athletic interests would possess.

The object that I have in mind in this connection is not an opportunity for the expression of the religious life of the individual, but a means of analyzing and studying the religious life of man in as objective manner as one would study any other human trait. Two years ago the first step was taken in this direction by placing the responsibility for religious affairs more directly under Faculty control. Recently a plan for scholarly work in the field of religion, leading to the Ph.D. degree, has been worked out through the cooperation of the Graduate Faculties and the Union Theological Seminary. During the year a survey has been given which admirably serves the purpose of an introduction to this new and important field. During the coming year (1924-25) a new course on the Philosophy of Religion will be offered, which will make a critical study of the general intellectual and institutional aspects of several of the more significant religions, in the attempt to initiate a philosophic discussion of the subject. These courses form a part of the plan of recognizing the study of religion in the curriculum of Columbia College and of affording as a part of a well rounded education the opportunity to study and to understand the religious aspect of the human spirit, as well as its artistic, its logical or its critical sides.

—HERBERT E. HAWKES, *Dean.*

Bates

The year just closed has been perhaps the greatest year in the history of debating in this institution. Seven debates have been held. For the third year in succession we met the Oxford Union. For the fourth year in succession we defeated Yale. Our women for the first time took part in an intercollegiate contest, meeting a team of their own sex from Boston University. Other debates were with the University of Toronto, Colgate, Lehigh and the University of Pennsylvania. The latter administered the first defeat our teams have met for several years. Widespread publicity

regarding our inauguration of international debating has made Bates College known as never before in our history.

—CLIFTON D. GRAY.

Vassar

Two dominant factors in the tradition of Vassar deserve emphasis, for they explain and interpret definite steps later taken. Vassar is, first, a Christian college; second, a non-sectarian institution. The main question was simply this—could Vassar serve the religious and spiritual needs of her students more helpfully? To this the students themselves gave immediate and decisive answer. Members of the faculty and many of the alumnae gave hearty support and helpful counsel. But the dominant force throughout was the interest sustained by students. The movement was by as well as for students. It was not a revival of formal religion or a parade of emotional experience. It was as simple and unaffected as the comment of one student: "It has set a lot of us thinking seriously of the things that count most." This formal report cannot break the personal trust of individual confidences but it can at least bear witness against those who are diverted by ripples on the surface from any clear vision of the deeper currents of student thought and aspiration. Of the outward results, a certain number can be definitely cited:

(1) The creation of a Committee of the Trustees on the Religious and Spiritual Life of the College. This was appointed in November at the request of the Acting President, and was later established as a permanent standing committee. The importance of bringing the religious interests of the College under the same direct and continuous supervision by the Trustees as its educational, financial and other essential interests is evident. The act itself definitely emphasizes the Christian tradition of Vassar, and the immediate concern of the Trustees in its maintenance.

(2) The establishment of a non-sectarian communion service in Vassar College Chapel. This suggestion was first unanimously approved by the Student Board of the Christian Association, favorably discussed by the Trustees and presented personally to students, faculty and various representative alumnae gatherings. The attendance of some three hundred communicants at each of the two communions of the second semester proved that Vassar had met a genuine need and opportunity for Christian service.

(3) Provision for an adviser to students on religious and spiritual questions. Since Vassar has no resident College Pastor the advantage of such a student counselor seemed clear. Following the unanimous vote of the officers of the Christian Association, this proposal was approved by the Trustees and Miss Ely, of the Biblical Literature department, was invited to accept the appointment. By her own wish she is to hold no official title, but her generous consent to render such helpful personal service meets fully the situation and the strong student recommendation for her appointment.

—GEORGE H. NETTLETON, *Acting President,*
First Semester, 1922-23.

Barnard

Student government and student activities are passing through a very interesting stage in this part of the country. There seems to be, especially in the women's colleges in the East, a somewhat general reaction against the traditional ideas of "college life," with considerable diminution of enthusiasm for extra-curricular activities. This year at various colleges there has been great lack of interest in student government. In one institution the student board resigned because it got no support or interest from the community. In two other colleges the student board almost resigned. In our own group there seems to be a tendency to realize more fully than in the past that the main interest of col-

lege should be study, and that so-called "student activities" should, so far as possible, radiate from and be closely connected with the work of the classroom, the library and the laboratory. To deal with these matters, however, and to cooperate with the Faculty in the general educational work of the College, some form of student government seems obviously necessary. Our student officers have accordingly devoted much time and thought this year to this subject.

—VIRGINIA C. GILDERSLEEVE, *Dean.*

Michigan

Not only at the University of Michigan but at many other American universities the use of automobiles by students has become a very genuine and serious problem. It is generally recognized that if automobiles were eliminated a great proportion of disciplinary difficulties would go with them, and that the use of the automobile not only wastes the time of students but contributes to moral dereliction in a way that cannot honestly be ignored. A number of universities have made appeals to students and their parents to lessen the use of cars, others are studying the problem and drastic action has been taken by some—for example, at the University of Oklahoma, where the use of automobiles by students is prohibited. . . .

The following resolution adopted by the Regents, June 14, 1923, may be taken to be the formal expression of the University's policy:

"RESOLVED, That the policy of the University should be that of disapproval, and that University students and their parents should be asked to cooperate with the University authorities toward lessening the use of automobiles by students."

In accordance with this policy a letter setting forth the University's point of view was sent to the parents and guardians of all our students during the summer and a copy will be sent to all students entering the University for the first time this fall, of which the following is one paragraph:

"We do not prohibit the use of cars. We do point out to you a problem which may prove a menace to the best interests of your son or daughter and we ask you to assist us by limiting their use of cars while at Ann Arbor. We rely confidently upon your sympathetic understanding of the high aims of the University and know that you approve of the purpose and spirit of this action by our Deans and Regents."—M. L. BURTON.

LIMITATION OF ENROLLMENT

Bowdoin

At the annual meeting of the Trustees held in June, 1923, it was voted to limit the membership of the college to about five hundred students, and a joint committee consisting of members of the Governing Boards and members of the Faculty was appointed to study the whole situation of limitation.—KENNETH C. M. SILLS.

Williams

Williams was one of the first to introduce the small division system. The members of the Williams Faculty favor the continuance of the small division, not merely unanimously but earnestly. Our increased enrollment has brought us perilously near and in some instances over the line separating the small from the large division. A college should admit as many students each year as it can satisfactorily teach and accommodate. What exactly this number is can be discovered only by experience.

An investigation conducted by a committee of alumni during the spring of the year to ascertain the opinion of the alumni concerning the size of the College was laid before the Trustees at the May meeting of the board and again with additional information at the June Meeting. A post card questionnaire was sent out.

Several interesting conclusions may be drawn from the replies. The numerical results seem to confirm the opinion often expressed, that college men in all matters connected

with their Alma Mater are conservative. We are prejudiced in favor of the environment to which we are accustomed. Perhaps most people incline to the belief that whatever is is right. It was freely predicted at the time the committee's circular was sent out that the majority would vote for about the number now in college and so it resulted, 1651 favoring not to exceed 700. The answers returned by postcard indicated much perplexity, but 50 alumni took the pains to write stating at length the reasons for the judgments expressed. Of these 30 were in favor of adopting a policy whereby the number of undergraduates should increase as additional facilities were provided, 7 emphasized quality rather than size and only 13 were of the opinion that Williams should remain a "small college" as defined by the committee.—HARRY A. GARFIELD.

Vassar

The President would call the attention of the Trustees to the fact that registration of classes up to 1929 is already closed and that any new legislation will affect only classes of 1930 and beyond. All other colleges and universities having limited numbers of admission, so far as known, admit upon the basis of merit only, and it is clearly unwise for a college to close its registration ten years in advance, and thus reject any possibility of receiving at any time the most desirable student who should apply.—HENRY N. MACCRACKEN.

Barnard

During the year there has been considerable discussion among the Faculty and alumnae regarding the possible future size of the College. Though many feel that we are already fully large enough, there is, on the whole, a fairly widespread sentiment in favor of our expanding further,—as far as we reasonably can without losing too much of personal, intimate intercourse. We ought to put at the service of as many students as possible the unique opportunity that we enjoy here in New York with the rich re-

sources of Columbia University to aid us. Probably we should be able to accommodate a student body of at least 1,500, of whom 500 should be in residence in Brooks Hall and its two wings. With proper increases in our administrative and teaching staffs we ought to be able to provide for adequate personal contacts for this number,—that is, for about 500 more regular undergraduates than we have at present.—*VIRGINIA C. GILDERSLEEVE, Dean.*

Stanford

The whole question of admission to the University at Stanford, as elsewhere, is in a somewhat unsatisfactory state. We have had considerable experience over a period of years in admitting candidates to a student body of limited size because of the practical application of the five hundred limitation placed upon the women of the University by Mrs. Stanford. In general, three methods of entering the University can be considered: (1) recommendation by the school principal, (2) entrance examination given by the University or the College Entrance Examination Board, (3) intelligence tests. At the present time at Stanford most of our students enter on the first plan. In general it has proved satisfactory. . . . This year there were in all 550 candidates for the 105 undergraduate places, as against 457 a year ago. The competition has become so severe that candidates with gilt-edged credentials are by no means assured of admission. On my first reading of the credentials I found 118 candidates who seemed to be of the very first order of merit. Another member of the Committee found 150. The process of reducing these numbers to 70 seemed to the Committee more difficult than at any previous selection.—*RAY LYMAN WILBUR.*

PUBLIC SERVICE

Minnesota

The need of more intelligent leadership of a higher order is obvious and acknowledged by everyone. The need of

more intelligent followership is equally obvious. Some college men will be leaders and the training which they receive in college will refine and improve their leadership. But many college men will not be leaders, they will be successful practitioners of their professions. Shall we cast aside the theory that college doors shall open to those who may qualify as successful men in the various professions, or shall we close the doors to this large group and admit those and those only who seem to possess unusual intellectual talent?

Society will answer this question for us. Private universities may admit whom they wish; they may limit their registration in any way that they desire; but state universities, it seems, will be required to admit those who have been graduated by the public high schools. The burden of support will fall heavier upon the taxpayer and the final test of his belief in the theory of society he has been supporting all these years will be his willingness to bear this burden. His willingness to bear it will be influenced by the extent to which the schools are sensitive to the demands and the needs of the times.—L. D. COFFMAN.

Northwestern

The University has very definitely adopted the policy of seeking opportunities for co-operation in every way possible with public service institutions of the vicinity, educational and otherwise. A university has certain resources at its disposal which can be opened to the need of other organizations. There is a type of research problem which can be solved for the benefit of the community not only without interfering with the main purpose of a university but even with advantage to the students who are given a chance to come into contact with real problems and to render actual community service. The university so becomes to some extent a research laboratory for the community in which it is situated; the faculty becomes a staff of experts

and its students become laboratory workers gaining their training in actual problems.

The University welcomes opportunities to apply this surplus energy to the benefit of any organization which needs its services. That this has already been done to a large extent, is shown by a list of over sixty public service institutions and organizations of varying character with which the University has cooperated recently in the solution of some specific problem. As examples of this service, are the Bureau of Business Research in the School of Commerce, and its published surveys of certain industries, the cooperation with religious organizations through the Department of Religious Education, and with musical organizations through the School of Music, and the public health work of the various schools. In these sixty instances the University has been represented as an agency and not merely by the work of some individual on its faculties.—WALTER D. SCOTT.

Mount Holyoke

In the life of an institution, as in that of the individual, emphases change. It is interesting to notice some of these developments at Mount Holyoke: *First, the increased sense of responsibility to the public*, the general public, not alone that represented by its constituency. The theory that a college is sufficient unto itself, is a relic of a by-gone day. At a time when educational institutions must appeal to the public for support, it is only just for them to give freely in return. * * * * *

In spite of some advantages attendant upon a financial campaign—the better and closer affiliation of the alumnae with the college and the increased publicity given the college generally—it has become apparent that the time has come for the substitution of some other method of raising money, especially for colleges not local in their appeal. A campaign is a hectic and wasteful method, wasteful of the time and energies of the president and members of the

faculty, appointed to give service of quite a different character, and depleting their capacity for such service. Again, a campaign which must call upon the public in general, whether interested or not, often places the college in an undignified position. Any course of action which causes an institution to be regarded as a beggar, rather than a benefactor, is a mistake. I question, too, whether it is good for a college to have its representative, president or other members of its faculty, subjected to some of the experiences inevitable in a campaign.

The mistake of the campaign method, as far as the general public is concerned, is that it puts the cart before the horse, in trying to secure a gift, before cultivating the interest. It is legitimate to try to arouse this interest, a service quite as valuable to the possible benefactor as to the college itself, but the cultivating requires more than a fifteen minute interview, or campaign documents, however attractive they may be. . . . The appeal to alumnae should be for regular annual gifts, not a pittance, but an amount commensurate with what the alumnae have received from the college and their ability to give. It is within their power to send annually into the treasury of the college an amount equal to the interest on a two million dollar endowment.—MARY E. WOOLLEY.

Bates

One of the minor but nevertheless pressing needs of the college is a broadcasting station which could be erected and maintained by the Physics department. At the present time there is no broadcasting station in the state. The location of Lewiston in Northern New England in relation to other cities, the size of the two communities and the presence of the college makes this an ideal place. Leaving out the rest of labor in construction, most of which can be provided by the Physics department it is estimated that a station with a sending radius of 500 miles can be established for about \$5,000. This sum would at least give us

a beginning and we could add to this as further funds became available. The possession of such a modest broadcasting outfit would enable us to bring Bates College to the attention of thousands and to render in a variety of ways a valuable public service.—CLIFTON D. GRAY.

OUR DUAL SYSTEM

Stanford

The national significance of privately endowed universities has been brought out clearly in the last few years, particularly by the various endowment campaigns. The distinction between the state university, supported by taxes, and the privately endowed university, depending upon the income from endowment funds, tuition fees, and voluntary public support, has become increasingly evident. While these two types of institutions cover the same field educationally, their approach is essentially different. No state university can be legitimately maintained independent of the wishes of the citizens of the state as expressed through the Legislature, the Governor, or in other ways. The privately endowed institutions are in a position to adopt new educational policies, to take perhaps unpopular positions for the time being, and to try necessary experiments in order to bring about the ultimate advance of education. It is most fortunate for American university life that these two types of educational institutions are firmly rooted in American tradition. Privately endowed institutions, while often local in support, have been national in their student bodies for many years. There is great value to the student in being a member of a student body made up of all types and varieties of men and women from all kinds of communities. Provincialism is a widespread American characteristic. The nationalization of our universities does much to give breadth to our national thought.

In order to bring to the management of Stanford University the advantages of active contact with leading men

from all parts of the country, the Board of Trustees has organized a Stanford National Board to be made up of thirty members, elected by the Board of Trustees for a three-year term on a geographical basis representative of the Pacific Northwest, Southwest, Central Mountain States, Middle West, Lake Region, New England, New York, Middle Atlantic States, the South, and in California a representative from each Congressional District. The Board shall hold one or two meetings each year at the University with the Trustees for the discussion of University problems and policies. The province of the Stanford National Board and of its members as individuals, is to bring to the attention of the Board of Trustees from time to time matters of interest to the University, but no publicity shall be given to their activities except through the official and ordinary channels of publicity in the University.

—RAY LYMAN WILBUR.

Oberlin

Perhaps the clearest lesson of the war in both the British and American armies was the growing conviction of the *comparative failure of education on the ideal side*—the comparative failure of the moral and religious forces that had been at work in the nations. The near collapse of our Christian civilization in the war showed that it was all too shallowly Christian; and that the moral and religious forces had too much forgotten that they were called to *conquer* the world, not to run away from it; to master its powers, its wealth, its complex situations; not to be satisfied with a timid and artificial simplicity. Civilization has found that it has let loose destructive forces which it cannot control except through the great moral and religious motives. This is a great and inescapable challenge to the Christian colleges. No other agency probably has so much to contribute at just this point.

Besides these educational lessons of the war, there have been the *lessons of numerous educational surveys*, espe-

cially of the colleges. These show the imperative need of a national policy in the building up of great private institutions side by side with the great state institutions, and with no sense of antagonism between them. Each class of institution will profit by the high development of the other. But if the Christian colleges are to be the powerful influence in the nation which they ought to be, they must be strong enough and fine enough in teaching, in libraries, in buildings and in equipment to demonstrate their worth, even in the closest comparison with state institutions. . . . It is to be clearly recognized that no education is adequate that does not finally bring the individual student personally to share in the great intellectual and spiritual achievements of the race. And for our generation that means personal sharing in the scientific spirit and method, in the historic spirit, in the philosophic mind, in esthetic appreciation, in the social consciousness with its great ethical, economic, and political conditions, and in religious discernment and commitment. This is a challenge of tremendous sweep, and one laying great demands upon the colleges, and yet inescapable.—HENRY C. KING.

SCHOLARSHIP, PERSONALITY, CULTURE

Williams

The year just past has been marked to an unusual degree by serious efforts of a high order. The large number attending the religious conferences at Northfield, the discussions by the students of fundamental social problems at meetings of the Union and the Forum, the editorials and articles appearing in their publications, notably in the *Graphic* and in the *Griffin*, the new literary magazine, and the quality of the Pipe and Quill Papers—all these bear witness to a revival of moral and intellectual interest, significant and gratifying. * * * *

A year ago the following plan for improving the intellectual life of the campus, submitted by the President, was approved by the Faculty in principle:

- (1) That the entire freshman class be housed in a single dormitory or group of dormitories.
- (2) That as soon as possible suitable dining-halls and common rooms be provided for the freshman class.
- (3) That round-table discussion groups be organized for weekly meetings under competent direction, composed of twenty-five or thirty freshmen each. These proposals are means to an end. The object is to create a sense of unity in the class and to intellectualize the social life of the campus. American students have had too much done for them. It is necessary that initiative and the power to think through a given question, logically and independently, be cultivated. The heart of the plan is the round-table group and its success will largely depend upon the common life of the dormitories and the dining halls. Each round-table would be organized as a literary society for the discussion of questions vital to human welfare and stimulating to human interest. The same question would be discussed by each round-table group each week, the subject being selected by the Chief Advisor of the round-tables and including during the year subjects from each of the fields intensively cultivated in the class room. The Chief Advisor should be a man of wide learning and experience, trained in academic life and experienced in affairs. He should be assisted by Advisors carefully chosen, probably including members of the senior class. At the weekly group meetings discussion would be carried on by the freshmen, the Advisors taking part merely as counsellors. As often as possible men eminent for their knowledge and achievements in the particular field under discussion would be invited to attend the meetings and give the students the benefit of their criticisms. The round-table discussion groups would not interfere with but would supplement the work of the class-room and the lecture hall. Under this impetus courses of study would take on a new meaning. The relation of courses to one another and the relation of the college program to life would be better understood. It

has been suggested that the round-table discussion groups might be combined with the public-speaking requirements. The suggestion deserves careful consideration.

—HARRY A. GARFIELD.

Bowdoin

There are two glaring defects in our present system of education in America. The first is lack of thoroughness in the foundations; the second is a failure to develop individual initiative as the student goes from school through college. At Bowdoin we have attempted to remedy the first defect by making the work in the freshman year a review of high school work with the addition of training that will make a good foundation for the rest of the college course, and in a measure we have been successful; for a student who gets through his freshman year well is usually able to complete his work for the degree. It is necessary in the first two years of college to have much of the work required, if for no other reason than because the preparation in the schools is so varied and so often lacking in thoroughness.

During the last two years of the college course *self-education under direction* should be the motto. Not a great many of our students are, as yet, fit for such liberty as that implies; but we can, I think, allow boys of unusual intellectual ability and ambition more freedom, particularly in senior years, to work for themselves. At present we can take but a few steps in advance as such work as I have indicated takes a great deal of time on the part of the teacher and our Faculty is not large enough to do such supervision as would be necessary.

A good many things are being said nowadays to the discredit of the modern undergraduate. Some of this criticism is just but most of it is beside the point. There is general agreement in academic circles that the undergraduate of today responds more quickly and more effectively to good teaching than ever before. If the intellectual tone of a

college is low, it is the fault of those in charge of the college and not of the undergraduates. * * * Our real task is to provide the best teaching it is possible to procure. A good deal of productive scholarly work is at present being done by the Faculty of Bowdoin College. There is such a vital connection between scholarship and teaching that one can hardly over-emphasize the importance of encouraging research, particularly in a college like ours that is remote from university centers.—KENNETH C. M. SILLS.

Mount Holyoke

One way of estimating the strength of the college is through the productive scholarship of its faculty, represented by an increasingly long list of publications. Another test of the academic strength of an institution is the number of its graduates who go on with advanced work, a number which has largely increased at Mount Holyoke. In addition to the fellowships in the gift of the college, there are many held by our alumnae from other colleges and universities; at Yale for the last two years Mount Holyoke has been more largely represented among the recipients of advanced degrees than any other college for women; and almost every department reports alumnae continuing its line of work at some college or university, in this country or abroad.—MARY E. WOOLLEY.

Haverford

Reference should be made to an examination made of all the members of the Class of 1923 shortly before graduation by a professional employers' adviser. This examination was made possible through the generosity of an alumnus of the College, who prefers for the present to remain anonymous. The general conclusions reached by the examiner were handed to the President of the College, and though not to be treated as infallible in all cases, certainly tend to confirm the impression that we have at Haverford

a distinct type of American youth. This type is both a cause and an effect of Haverford College as it is today. The young men who are attracted to Haverford possess certain characteristics, and their presence here as undergraduates tends to perpetuate the type and to make Haverford the kind of college which it is. Without going into detail, it may be stated that the trained observer commented favorably upon the personality of our students, their idealism, scholarship, and artistic traits, noting at the same time a lack of that force and determination which are often associated with promise of success in business. To a marked degree, our Seniors were judged to be gifted and trained for professional careers, such as law, medicine, and teaching, rather than for the fiercer competition of business. The recommendation was made, on the physical side, that the greatest possible expansion be given to athletics, and on the intellectual side, that the facilities be extended for debating and public speaking.

In comment upon this analysis, it may be pointed out that we cannot suddenly change the present state of affairs, even if we would. Moreover, there are many exceptions to any general statement based upon such an analysis. Nevertheless, the conclusions are interesting as coming from an expert stranger to our community, and they furnish food for thought.—WILLIAM W. COMFORT.

Wells

No departure has been made from the traditional policy of the College with respect to a liberal education. There has been, and presumably always will be, considerable pressure brought to bear on our colleges of liberal arts to induce them to modify the curriculum so as to permit the introduction of vocational and practical courses. In our own case we have been asked to erect, among others, courses in pedagogy, home economics, secretarial work, social service, training for Sunday School teachers, gardening, nursing and practical courses in Art. . . . The general policy of

the College has been to include in the curriculum only those studies which are generally recognized as having a rightful place among the liberal arts and sciences. This does not mean that we have any criticism to make of vocational and practical courses, nor that the College refuses to consider its curriculum from a vocational or practical standpoint. Quite on the contrary, certain courses and groups have been devised for the express purpose of preparing for particular vocations. But it does mean that the College now as always offers a course of study which is broadly preparatory for life in its larger aspects, and refuses to curtail or diminish this by the introduction of anything which has a smaller object in view.—KERR D. MACMILLAN.

HONORS COURSES

Swarthmore

The number of students reading for Honors under the new plan has wisely been restricted by the Faculty, but has increased from eleven during the year 1922-23 to fifteen, for the year 1923-24. The first examinations were held in June, 1923, and three Seniors took their degrees with Honors. They were examined by a committee of three professors, two of whom were members of Faculties of other institutions, Columbia University and the College of the City of New York. This experience has given us a strong conviction of the wisdom of having Honors students examined by professors (preferably from other institutions) who have had nothing to do with their teaching.

Along with the general quickening of the intellectual life of the College, we are undertaking to look out with greater care for those who, for one reason or another, find it difficult to meet the requirements of the Faculty. It seems clear from the study which Dean Walters has devoted to this problem, that failures among our students are due fully as often to lack of skill in making use of time as to lack of intellectual ability. The Freshmen, in particular, find

the atmosphere of college a confusing one, and it is very easy for them, by not knowing how to organize their work, to get so far behind as to make it almost impossible to catch up. In order to assist students in the direction of their energy, Dean Walters has devised a schedule card, providing not merely for a record of the student's lectures, recitation and laboratory work during the morning and afternoon, but also for a plan of his hours of study during the evening. Copies of this card have been given to all members of the Freshman class, and the Dean has gone over with a great many of them individually, their weekly time tables for the purpose of assisting them to make an orderly arrangement of their hours of class work, study, recreation and sleep, in order to adjust the relative claims of each of these activities on their time.

Columbia

The year has been a critical one for the Honors Course. At the time when this work was first planned it was recognized that there was great danger of its gradually losing the informal and individual quality which is one of its most characteristic features, and degenerating into a course of the regular standardized type. This danger was not serious so long as the stimulation which comes with novelty remained. But the plan has now been in operation long enough so that the new is worn off, and the inevitable tendency both for students and instructors to fall back into the familiar class room methods has begun to assert itself. It has been necessary to attempt to re-evaluate the various elements in the whole project, and to analyze the effectiveness of the method of instruction employed, in order that the most effective technique may be followed. This has been accomplished by weekly conferences over the lunch table by the dozen or more Honors Directors. Several conferences with the students or their representatives have also been held. As a result, all of the parties concerned under-

stand more clearly what is being attempted, and a balance seems to have been struck between a rigid requirement and complete freedom from restraint both for student and teacher. At any rate, a strong group consciousness both among students and instructors has developed out of the year's experience.—*HERBERT E. HAWKES, Dean.*

Buffalo

The College of Arts and Sciences of the University of Buffalo has undertaken an experiment in the treatment of superior students. The Faculty has voted to establish what, for want of a better term, it calls honors courses. The designation is in use in a number of American institutions and has been borrowed from British universities. No American honors course, however, is precisely like the British prototype. The honors courses established at the University of Buffalo are not, any more than those in other universities, intended to be an imitation of the British practice. Such imitation would be impossible under American conditions even if it were deemed desirable. Neither do the honors courses organized here resemble precisely the courses similarly named in any other American institution. Two ends are sought in the simple regulations governing the new honors courses. Students are to be set free from formal requirements; and they are to be stimulated to do independent intellectual work.—*S. P. CAPEN.*

Vassar

There seems little disposition among the professors of the Faculty to separate certain courses as honor courses restricted to those who would take a separate honors degree, or to restrict the opportunity of doing intensive work to the upper tenth of the class in all marks, as is done in some colleges. Vassar is already a college where work is carried on chiefly in small classes, and the methods

in the two upper years are already advanced. It is the President's judgment that we are proceeding in the right direction in the studying of each student individually, and offering her a course of study suited as nearly as possible to her needs, at the same time raising the whole general standard of the college steadily, but not too rapidly. The record of our graduates continues to indicate not only the high quality of the students who come to us, but also the advantage of their training at Vassar.

—HENRY N. MACCRACKEN.

Wells

As a capstone to the group system we have erected in several departments "special honor" courses. Only those students who have proved their ability during the first two years may be admitted to these, and then only on the recommendation of the department in which they wish to read for honors. No one general plan has been adopted for these special honor courses, but one common purpose defines and governs all of them. They are intended to allow and encourage the student of good ability to do just as much, as good, and as independent work as she is capable of doing during the last two years of her course.

—KERR D. MACMILLAN.

Mount Holyoke

The chief development during the year bearing upon the intellectual life of the college, has been the introduction of this plan for a degree with honors, as outlined in the report of last year. The comments of the departments upon the working out of the plan the first year, are almost without exception favorable, as, for example: "All members of the department would agree that from every point of view the honor work of this year was a real inspiration." "The department is of the opinion that the introduction of the

honor work has resulted in a real advance in academic standards. There is evidence that the intensive work carried by the four honor students has had its effect in the general work of the department. The papers in other courses have been more thorough in workmanship and more finished in form. A comparison of methods and achievements was possible in a seminar course introduced especially for the honor students and this proved to be most stimulating. The final written theses submitted by the honor students showed a maturity and excellence which seldom characterize undergraduate performances."

It was realized that last year would be a "trial year" of the plan and definite suggestions for improvement have already been made. One department head commenting upon "increasing emphasis on the major subject" feels that there are indications that "the college is swinging to the extreme of specialization in the last two years of the course."

The development in the department of history during the year has been along the lines of graduate and honor work. The department strongly commends both, is heartily in favor of the new system of honors, considering it of value "not only for the students concerned, but also for the student body as a whole, in enabling them to gain a deeper appreciation of the part that intellectual work should play in their college course."—MARY E. WOOLLEY.

TRANSPORTATION ANNOUNCEMENT

Annual Meeting Association of American Colleges

If 250 tickets to Chicago are sold to members of the Association and their families attending the meeting of the Association of American Colleges to be held at the Hotel Morrison, Chicago, Ill., January 8-10, 1925, the reduced rate of one and one-half fare on the "Certificate Plan" will apply. The arrangement will cover the territory of the following Associations:

Central Passenger Association,
Western Passenger Association,
Transcontinental Passenger Association,
South-western Passenger Association,
South-eastern Passenger Association,
New England Passenger Association,
Trunk Line Association.

The following directions are submitted by the railroads for your guidance:

1. Tickets at the regular one-way tariff fare for the going journey may be obtained on any of the following dates (but not on any other date): January 5-10,* 1925. Be sure that, when purchasing your going ticket, you request a CERTIFICATE. *Do not make the mistake of asking for a "receipt."*
2. *Certificates are not kept at all stations.* If you inquire at your home station, you can ascertain whether certificates and through tickets can be obtained to place of meeting. If not obtainable at your home station, the agent will inform you at what station they can be obtained. You can in such case purchase a local ticket to the station which has certificates in stock, where you can purchase a through ticket and at the same time ask for and obtain a certificate to the place of meeting.
3. Immediately on your arrival at the meeting, present your certificate to the endorsing officer, Mr. Robert L. Kelly, Executive Secretary, as the reduced fare for the return journey will not apply unless you are properly identified as provided for by the certificate.
4. Arrangements have been made for validation of certificates by a Special Agent of the carriers on January 8-10, if the required minimum of 250 certificates is presented.

*From Colorado (except Julesburg), Montana, New Mexico, Utah, Wyoming, Oklahoma and Texas, Jan. 3-8. From Arizona, California, Idaho, Nevada, Oregon and Washington, Jan. 2-7.

5. *No refund of fare will be made on account of failure to either obtain a proper certificate nor on account of failure to have the certificate validated.*

6. So as to prevent disappointment, it must be understood that the reduction on the return journey is not guaranteed, but is contingent on an attendance of not less than 250 members of the organization at the meeting and dependent members of their families, holding regularly issued certificates obtained from ticket agents at starting points. Certificates issued to children at half fare will be counted the same as certificates held by adults.

7. If the necessary minimum of 250 certificates is presented to the Special Agent as above explained, and your certificate is duly validated, you will be entitled up to and including January 14, 1925, to a return ticket via the same route over which you made the going journey, at one-half of the regular one-way tariff fare from the place of the meeting to the point at which your certificate was issued.

8. Return ticket issued at the reduced fare will not be good on any limited train on which such reduced fare transportation is not honored.

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